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ABSTRACT

Virtually every school system is concerned with two educational considerations: (1) where the students are academically, and (2) how to get the students to a particular set of points. Minimum competency testing has been proposed as one way to handle these concerns. Competency testing has, however, been criticized for encouraging "teaching to the test." If a competency test is a measure of defined outcomes and educational objectives, then it is appropriate to teach to the test. Students who fail such a test and pass it later after further instruction, have demonstrated a measureable change. Frequently this change can legitimately be attributed to the instruction or remediation strategies of our teachers. Such a testing/ remediation program can be a useful way to improve learning effectiveness. Teachers automatically become beneficiaries of such a program when pupil improvement is seen as an indication of teacher effectiveness. The Garland Independent School District is committed to helping students achieve a well-defined set of educational goals, and has elected to use a competency test, the Garland Assessment of Graduation Expectations (G.A.G.E), as an indicator of progress towards those goals. This paper is an example of how G.A.G.E. test results are utilized at one elementary school in the Garland Independent School District. (Author/GK)

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# UTILIZATION
# OF
# GARLAND ASSESSMENT OF GRADUATION EXPECTATIONS
# RESULTS

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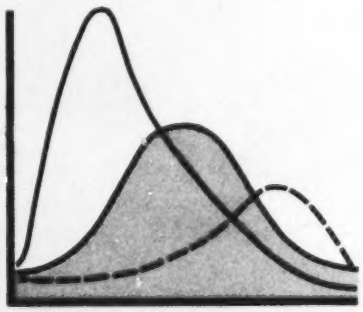

# Utilization of the Garland Assessment of Graduation Expectations Test Results

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American Educational Research Association
Annual Meeting, New York City
1982

## INTRODUCTION

Virtually every school system is concerned internally or by mandate with two educational considerations: (1) Where the students are academically, and (2) How to get the students to a particular set of points (i.e., educational goals). Minimum competency testing has been proposed as one way to handle these concerns. Competency testing has, however, been criticized for encouraging "teaching to the test." If we consider those students who have (for whatever reasons) been graduating from high school without basic knowledge or skills with the associated societal consequences, teaching to the test doesn't seem so bad an alternative. If a competency test is a measure of defined outcomes and educational objectives, then it is appropriate to teach to the test. Students who fail such a test and pass it later after further instruction, have demonstrated a measurable change. Frequently this change can legitimately be attributed to the instruction or remediation strategies of our teachers. Such a testing/remediation program can be a useful way to improve learning effectiveness. Teachers automatically become beneficiaries of such a program when pupil improvement is seen as an indication of teacher effectiveness.

The Garland Independent School District is committed to helping students achieve a well-defined set of educational goals. We have elected to use a competency test, the Garland Assessment of Graduation Expectations (G.A.G.E), as our indicator of progress towards those goals. Teachers have been encouraged to utilize the results of the G.A.G.E. tests along with their own teacher developed criterion-referenced tests to ensure student progress.

This paper is an example of how G.A.G.E. test results are utilized at one of our thirty-one elementary schools in the Garland Independent School District.

# UTILIZATION

# OF

# G.A.G.E. RESULTS

Math Assessment Tests and Record Keeping Grid

Fifth Grade--XXXX Elementary School

1980-1981

Math Assessment Tests and Record Keeping Grid
Fifth Grade--XXXX Elementary School
1980-1981

XXXX Elementary School was provided with the results of the Garland Assessment of Graduation Expectations (G.A.G.E.) which was administered in the spring of 1981. The results were broken down by grade level and by classroom; however, results were not provided for individual students. The purpose of the attached individual assessment test was to provide a profile of each student's skill needs. The problems on the assessment test reflect the items on the GAGE on which the XXXX fifth graders scored below mastery criteria. There are three problems on the assessment test for each of the designated items on the GAGE. Although the problems are not exactly the same as the ones on the GAGE, they do require the same mathematical skills.

The three sections of the test are problem solving, mathematical concepts and computation. An answer key is also provided for scoring the test. A suggested level of mastery for each section of the test is 80% accuracy; however, teacher judgement should also be considered.

A grid sheet is included with the mathematical objectives listed across the top and space for the students' names down the left side. The objectives are coded on the grid sheet. The problems on the test are keyed to this code for your convenience.

Once the assessment test has been administered, checks should be recorded on the grid sheet for all mastered skills and minuses for skills which were not mastered. The minuses will indicate the skills which need more emphasis. When a skill is mastered, as determined by the post-test or your own assessment procedure(s), draw a line through the appropriate minus to form a plus.

The specific problems on the assessment test are not intended to dictate your entire mathematics curriculum. Instead, they should provide a general direction and determine areas which might require more emphasis.

I. Mathematics - Problem - Solving - Pre-Test / Post-Test

| Single Step Problems: A. Addition-Subtraction (33) | Single Step Problems: A. Addition-Subtraction (31) |
|---|---|
| 1. (a) In the pet store, there were 6 goldfish, 114 catfish, and 44 hamsters. How many fish were in the pet store?<br>1) 50 3) 158<br>2) 164 4) Not given | 2. (a) We went on a fun vacation. We spent 3½ days of our vacation in New York. We spent 1½ days in Maine. How many days were we on vacation?<br>1) 5½ 3) 6<br>2) 5 4) Not given |
| (b) At the pet show, we saw 24 bird dogs, 16 poodles and 110 kittens. How many dogs were in the pet show?<br>1) 150 3) 126<br>2) 40 4) Not given | (b) Yesterday my brother ate 2½ pieces of pie. My sister only ate 1½ pieces of the pie. How many pieces did they eat?<br>1) 3 3) 4½<br>2) 1½ 4) Not given |
| (c) The new store had 106 red pants, 43 blue pants, and 14 green shirts. How many pants were in the store?<br>1) 163 3) 149<br>2) 120 4) Not given | (c) I worked in the yard 1½ yours yesterday. Today I worked 4½ more hours in the yard. How many hours did I work in the yard?<br>1) 6 3) 5<br>2) 5½ 4) Not given |

I. Mathematics - Problem Solving - Pre-Test / Post-Test

| Single Step Problems: A. Multiplication-Division (26) | Single Step Problems: A. Multiplication-Division (35) |
|---|---|
| 1. (a) The third grade went on a field trip to the zoo. We took 4 little buses with 13 people on each bus. How many people went on the field trip?<br>1) 9 3) 52<br>2) 17 4) Not given | 2. (a) Jane saved up her pennies and put 55 pennies in her piggy bank. Sue had 2 times as many pennies as Jane. How many pennies did Sue have?<br>1) 53 3) 57<br>2) 100 4) Not given |
| (b) On Valentine's Day, my teacher got 6 boxes of candy with 11 pieces of candy in each box. How many pieces of candy did my teacher get?<br>1) 56 3) 17<br>2) 69 4) Not given | (b) John had 15 stamps in his stamp collection. Bill had 3 times as many stamps as John. How many stamps did Bill have?<br>1) 68 3) 195<br>2) 185 4) Not given |
| (c) We ran relays at school. There were 5 lines of students. Each line had 12 students in it. How many students ran relays at school?<br>1) 60 3) 17<br>2) 50 4) Not given | (c) Jill and Linda went berry picking. Jill picked 56 berries but Linda picked 4 times as many berries as Jill. How many berries did Linda pick?<br>1) 224 3) 60<br>2) 52 4) Not given |

Single-Step Problems:
A. Multiplication-Division (41)

3. (a) The parents brought 12 cakes to school for the bake sale. One-fourth of these cakes were chocolate. How many cholocate cakes were there?

1) 4 3) 3
2) 6 4) Not given

(b) My grandmother brought us a box with 10 cookies in it. One-half of the cookies were chocolate chip. How many chocolate chip cookies were there?

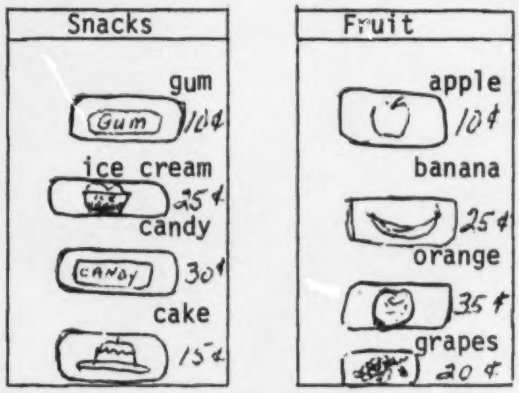
1) 5 3) 20
2) 2 4) Not given

(c) We saw 8 children playing baseball. One-fourth of the children were girls. How many girls were there?

1) 2 3) 4
2) 3 4) Not given

Multiple Step Problems:
C. Combined use of Basic Operations (18)

1. (a)




Look at these pictures to see the price of things.

(a) Susan bought some ice cream and 2 apples. How much did she spend?

1) 45¢ 3) 35¢
2) 40¢ 4) Not given

(b) Jim bought 2 packages of gum and one orange. How much did it cost?

1) 40¢ 3) 50¢
2) 45¢ 4) Not given

(c) Sue bought 1 apple and 2 bananas. How much did it cost?

1) 50¢ 3) 60¢
2) 35¢ 4) Not given

I. Mathematics - Problem Solving

Pre-Test
Post-Test

| Multiple Step Problems: C. Combined Use of Basic Operations (29) | Multiple Step Problems: C. Combined Use of Basic Operations (38) |
|---|---|
| 2. (a) Silver costs 7 dollars for an ounce. One store will sell 7 ounces of silver for 40 dollars. How much money will you save if buy the silver at this store?<br><br>1) $47 3) $49<br>2) $9 4) Not given | 3. (a) Tim bought a new radio for $2.50. He also bought 10 batteries for ½¢ a piece. How much did he pay for the radio and the batteries?<br><br>1) $5.00 3) 5¢<br>2) $2.55 4) Not given |
| (b) You can go to Camp Fern for 9 dollars a day. If you pay for a week at once, it costs 55 dollars. How much money do you save if you pay for the whole week at one time?<br><br>1) $8 3) $64<br>2) $63 4) Not given | (b) Jack went to the store and bought a box of crackers for $1.50 and 100 pieces of gum for ½¢ each. How much did Jack pay for the crackers and the gum?<br><br>1) 50¢ 3) $2.00<br>2) $2.50 4) Not given |
| (c) It costs 5 dollars an hour to go roller skating. A 3 hour ticket can be bought for 10 dollars. How much money would you save if you bought the 3 hour ticket?<br><br>1) $15 3) $5<br>2) $8 4) Not given | (c) Mother was making a new dress. She bought some material for $1.25. She also bought 400 inches of ribbon. The ribbon costs ½¢ for each inch. How much did Mother pay for the material and ribbon?<br><br>1) $3.25 3) $5.25<br>2) $2.25 4) Not given |

## A. Numeration, Number Systems and sets (33)

1. (a) Which numeral below is equivalent to 6 ones+ 2 tens + 3 hundreds?

1) 11 3) 263
2) 326 4) 623

(b) Which numeral below is equivalent to 3 ones + 1 ten + 1 hundred?

1) 311 3) 113
2) 5 4) 310

(c) Which numeral below is equivalent to 4 ones + 3 tens + 5 hundreds?

1) 435 3) 12
2) 534 4) 345

## B. Equations, Inequalities and Number sentences (31)

1. (a) Which operator, used in place of the 0, will make 1604=4 a true number sentence?

1) + 3) X
2) - 4) ÷

(b) Which operator, used a place of the 0, will make 14 0 2 3 = 16 a true number sentence?

1) + 3) X
2) - 4) ÷

(c) Which operator, used in place of the 0, will make 12 0 3 = 4 a true number sentence?

1) - 3) ÷
2) + 4) X

II. B.2. (on page 9 )

## C. Whole Numbers: Integers (53)

1. (a) Which pair of numbers below are both factors of 12?

1) 3, 15 3) 4, 3
2) 2, 10 4) 5, 6

(b) Which pair of numbers below are both factors of 14?

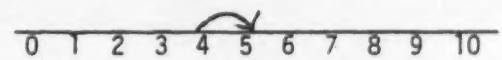
1) 2, 7 3) 3, 11
2) 5, 9 4) 7, 6

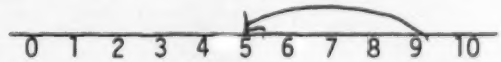
(c) Which pair of numbers below are both factors of 10?

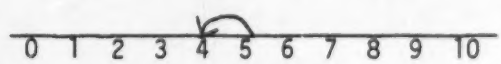
1) 8, 2 3) 4, 6
2) 2, 5 4) 15, 5

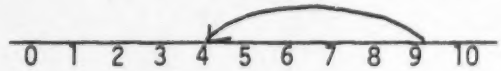
## C. Whole Numbers: Integers (30)

2. (a) Which drawing best shows 9-4=5?

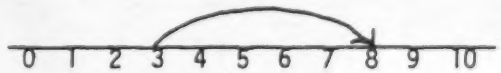
1) 

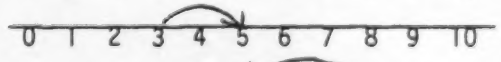

2) 

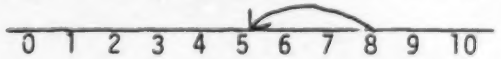

3) 

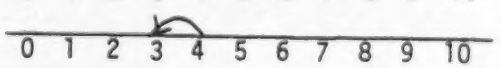

4) 


(b) Which drawing best shows 8-3=5?

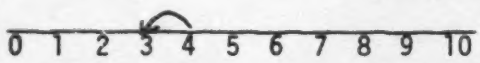
1) 

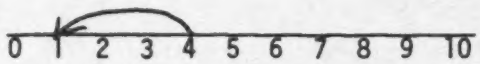

2) 

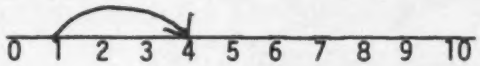

3) 

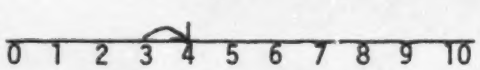

4) 

(c) Which drawing best shows that 4-3=1?

1) 


2) 


3) 


4) 


## D. Fractions (62)

1. (a) Which of these is a correct solution to the number sentence $3\frac{1}{2} + 3\frac{1}{4} = \square$ ?

1) $3\frac{1}{2}$
$\frac{3\frac{1}{4}}{6\frac{1}{4}}$

2) $3\frac{1}{2}$
$\frac{3\frac{1}{4}}{6\ 2/6}$

3) $3\frac{1}{2} = 3\frac{2}{4}$
$\frac{3\frac{1}{4} = 3\frac{1}{4}}{6\frac{3}{8}}$

4) $3\frac{1}{2} = 3\frac{2}{4}$
$\frac{3\frac{1}{4} = 3\frac{1}{4}}{6\frac{3}{8}}$

(b) Which of these is a correct solution to the number sentence $2\frac{1}{2} + 5\frac{1}{3} = \square$ ?

1) $2\frac{1}{2} = 2\frac{3}{6}$
$\frac{5\frac{1}{3} = 5\frac{2}{6}}{7\frac{5}{6}}$

2) $2\frac{1}{2} = 2\frac{3}{6}$
$\frac{5\frac{1}{3} = 5\frac{2}{6}}{7\frac{5}{12}}$

3) $2\frac{1}{2}$
$\frac{5\frac{1}{3}}{7\frac{2}{5}}$

4) $2\frac{1}{2}$
$\frac{5\frac{2}{3}}{7\frac{2}{3}}$

(c) Which of these is a correct solution to the number sentence $1\frac{1}{4} + 3\frac{1}{3} = \square$ ?

1) $1\frac{1}{4} = 1\frac{3}{12}$
$\frac{3\frac{1}{3} = 3\frac{4}{12}}{4\frac{7}{24}}$

2) $1\frac{1}{4} = 1\frac{3}{12}$
$\frac{3\frac{1}{3} = 3\frac{4}{12}}{4\frac{7}{12}}$

3) $1\frac{1}{4}$
$\frac{3\frac{1}{3}}{4\frac{1}{7}}$

4) $1\frac{1}{4}$
$\frac{3\frac{1}{3}}{4\frac{2}{7}}$

## E. Geometry and Measurement (63)

1. (a) It is 44 degrees Celcius outside. After looking at the temperature, which season would you expect it to be?

1) fall
2) summer
3) spring
4) winter

(b) At what temperature in Celcius does water boil?

1) 212 degrees Celcius
2) 100 degrees Celcius
3) 50 degrees Celcius
4) 500 degrees Celcius

(c) At what temperature in Celcius does water freeze?

1) 100 degrees Celcius
2) 32 degrees Celcius
3) 20 degrees Celcius
4) 0 degrees Celcius

Pre-Test
III. Math Computation Post-Test

| A. Whole Numbers: Addition (30) | | B. Whole Numbers: Multiplication (34) | |
|---|---|---|---|
| 1. (a) | 1) 65<br>2) 93<br>79 + 14= 3) 83<br>4) N | 2. (a) | 1) 430<br>2) 864<br>432<br>X2 3) 434<br>4) N |
| (b) | 1) 81<br>2) 145<br>28 + 63= 3) 91<br>4) N | (b) | 1) 369<br>2) 963<br>123<br>X3 3) 126<br>4) N |
| (c) | 1) 82<br>2) 12<br>47 + 35= 3) 72<br>4) N | (c) | 1) 426<br>2) 411<br>413<br>X2 3) 826<br>4) N |
| **Whole Numbers: Multiplication (28)** | | **B. Whole Numbers: Multiplication** | |
| 1. (a) | 1) 18<br>2) 35<br>15 X 3= 3) 45<br>4) N | 3. (a) | 1) 600<br>2) 106<br>6 X 100 3) 6000<br>4) N |
| (b) | 1) 15<br>2) 34<br>17 X 2= 3) 172<br>4) N | (b) | 1) 1003<br>2) 3000<br>3 X 1000 3) 300<br>4) N |
| (c) | 1) 72<br>2) 18<br>12 X 6= 3) 62<br>4) N | (c) | 1) 4000<br>2) 40<br>4 X 1000 3) 4004<br>4) N |

**B. Whole Numbers: Multiplication (53)**

4. (a)

$$\begin{array}{r} 402 \\ \times 25 \\ \hline \end{array}$$

1) 427
2) 10,050
3) 12,150
4) N

(b)

$$\begin{array}{r} 306 \\ \times 32 \\ \hline \end{array}$$

1) 9,792
2) 274
3) 10,792
4) N

(c)

$$\begin{array}{r} 612 \\ \times 24 \\ \hline \end{array}$$

1) 15,588
2) 14,688
3) 636
4) N

**C. Whole Number: Division (50)**

2. (a) $2\overline{)242}$

1) 101
2) 111
3) 121
4) N

(b) $4\overline{)884}$

1) 221
2) 222
3) 21
4) N

(c) $3\overline{)963}$

1) 323
2) 231
3) 321
4) N

**C. Whole Number: Division (62)**

3. (a) $40\overline{)1600}$

1) 4
2) 40
3) 400
4) N

(b) $50\overline{)2500}$

1) 250
2) 50
3) 500
4) N

(c) $30\overline{)1500}$

1) 50
2) 5
3) 500
4) N

**D. Fractions: Addition (64)**

1. (a) $\frac{1}{6} + \frac{3}{6} =$

1) $\frac{4}{6}$
2) $\frac{4}{12}$
3) $\frac{2}{6}$
4) N

(b) $\frac{4}{10} + \frac{5}{10} =$

1) $\frac{1}{10}$
2) $\frac{9}{20}$
3) $\frac{9}{10}$
4) N

(c) $\frac{3}{8} + \frac{2}{8} =$

1) $\frac{1}{8}$
2) $\frac{5}{8}$
3) $\frac{5}{16}$
4) N

III. C. 1 (on page 9 )

| II. Math Concepts | Pre-Test / Post-Test |
|---|---|
| B. Equations, Inequalities and Number Sentences (46) | |
| 2. (a) What should replace □ to make the number sentence 14 - □ - □ = 0 true?<br>1) 8 3) 7<br>2) 14 4) 10 | |
| (b) What should replace ◇ to make the number sentence 10 - ◇ - ◇ = 0 true?<br>1) 2 3) 10<br>2) 5 4) 0 | |
| (c) What should replace ▯ to make the number sentence 16 - ▯ - ▯ = 0 true?<br>1) 0 3) 16<br>2) 4 4) 8 | |
| (This problem was left off of page 5 of the Assessment Test.) | |

| III. Math Computation | Pre-Test / Post-Test |
|---|---|
| C. Whole Numbers: Division (44) | |
| 1. (a) 16 ÷ 2 =<br>1) 7<br>2) 18<br>3) 8<br>4) N | |
| (b) 12 ÷ 4 =<br>1) 3<br>2) 15<br>3) 8<br>4) N | |
| (c) 18 ÷ 2 =<br>1) 16<br>2) 9<br>3) 20<br>4) N | |
| (This problem was left off of page 8 of the Assessment Test.) | |

III. Math Computation

Pre-Test
Post-Test

E. Fractions: Subtraction (66)

1. (a) $\frac{3}{6} - \frac{1}{3}$

1) $\frac{2}{3}$
2) $\frac{1}{6}$
3) $\frac{1}{3}$
4) N

(b) $\frac{5}{8} - \frac{2}{4}$

1) $\frac{1}{8}$
2) $\frac{3}{4}$
3) $\frac{7}{12}$
4) N

(c) $\frac{6}{10} - \frac{1}{5}$

1) $\frac{5}{5}$
2) $\frac{4}{10}$
3) $\frac{7}{15}$
4) N

Completion of Test

Answer Key

Math Program Assessment Tests

Fifth Grade--XXXX Elementary School

Math Program Assessment Tests
Fifth Grade--XXXX Elementary School

ANSWER KEY

I. Mathematics--Problem Solving

A. Single Step Problems: Addition--Subtraction

1. Item 33
   a. 4
   b. 2
   c. 3

2. Item 31
   a. 2
   b. 4
   c. 1

B. Single Step Problems: Multiplication--Division

1. Item 26
   a. 3
   b. 4
   c. 1

2. Item 35
   a. 4
   b. 3
   c. 1

3. Item 41
   a. 3
   b. 1
   c. 1

C. Multiple Step Problem: Combined Use of Basic Operations

1. Item 18
   a. 1
   b. 4
   c. 3

2. Item 29
   a. 2
   b. 1
   c. 3

3. Item 38
   a. 2
   b. 3
   c. 1

II. Mathematical Concepts

A. Numeration, Number Systems and Sets

1. Item 33
   a. 2
   b. 3
   c. 2

B. Equations, Inequalities and Number Sentences

1. Item 31
   a. 4
   b. 1
   c. 3

*2. Item 46
   a. 3
   b. 2
   c. 4

*This problem is found on page 10 of the Assessment Test. It was left off of page 5.

C. Whole Numbers: Integers

1. Item 53
   a. 3
   b. 1
   c. 2

2. Item 30
   a. 2
   b. 3
   c. 2

D. Fractions

1. Item 62
   a. 3
   b. 1
   c. 2

E. Geometry and Measurement

1. Item 63
   a. 2
   b. 2
   c. 4

III. Mathematic Computation

A. Whole Numbers: Addition

1. Item 30
   a. 2
   b. 3
   c. 1

B. Whole Numbers: Multiplication

1. Item 28
   a. 3
   b. 2
   c. 1

2. Item 34
   a. 2
   b. 1
   c. 3

3. Item 40
   a. 1
   b. 2
   c. 1

4. Item 53
   a. 2
   b. 1
   c. 2

C. Whole Numbers: Division

*1. Item 44
   a. 3
   b. 1
   c. 2

2. Item 50
   a. 3
   b. 1
   c. 3

3. Item 62
   a. 2
   b. 2
   c. 1

*This problem is found on page 10 of the Assessment Test. It was left off of page 8.

D. Fractions: Addition

1. Item 64
   a. 1
   b. 3
   c. 2

E. Fractions: Subtraction

1. Item 66
   a. 2
   b. 1
   c. 2

Suggested Mastery Levels

Math Program Assessment Tests

Fifth Grade--XXXX Elementary School

## I. Mathematics--Problem Solving
## Suggested Mastery Levels

I. Mathematics--Problem Solving

A. Single Step Problems: Addition--Subtraction

MASTERY LEVEL: 5 out of 6 problems correct

B. Single Step Problems: Multiplication--Division

MASTERY LEVEL: 7 out of 9 problems correct

C. Multiple Step Problems: Combined Use of Basic Operations

MASTERY LEVEL: 7 out of 9 problems correct

## II. Mathematical Concepts
## Suggested Mastery Levels

II. Mathematical Concepts

A. Numeration, Number Systems and Sets

MASTERY LEVEL: 2 out of 3 problems correct

B. Equations, Inequalities and Number Sentences

MASTERY LEVEL: 5 out of 6 problems correct

C. Whole Numbers: Integers

MASTERY LEVEL: 5 out of 6 problems correct

D. Fractions

MASTERY LEVEL: 2 out of 3 problems correct

E. Geometry and Measurement

MASTERY LEVEL: 2 out of 3 problems correct

## III. Mathematic Computation
## Suggested Mastery Levels

III. Mathematic Computation

A. Whole Numbers: Addition

MASTERY LEVEL: 2 out of 3 problems correct

B. Whole Numbers: Multiplication

MASTERY LEVEL: 10 out of 12 problems correct

C. Whole Numbers: Division

MASTERY LEVEL: 7 out of 9 problems correct

D. Fractions: Addition

MASTERY LEVEL: 2 out of 3 problems correct

E. Fractions: Subtraction

MASTERY LEVEL: 2 out of 3 problems correct

MATHEMATICS OBJECTIVES

Preassessment Mastery

\- Unmastered Skill

\+ Mastered Skill

| | | |

## III. Mathematic Computation
## Suggested Mastery Levels

III. Mathematic Computation

A. Whole Numbers: Addition

MASTERY LEVEL: 2 out of 3 problems correct

B. Whole Numbers: Multiplication

MASTERY LEVEL: 10 out of 12 problems correct

C. Whole Numbers: Division

MASTERY LEVEL: 7 out of 9 problems correct

D. Fractions: Addition

MASTERY LEVEL: 2 out of 3 problems correct

E. Fractions: Subtraction

MASTERY LEVEL: 2 out of 3 problems correct

MATHEMATICS OBJECTIVES

Preassessment Mastery

\- Unmastered Skill

\+ Mastered Skill

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XXXX Elementary School
Objectives and Related Resources
Grade 3
Punctuation

## Objectives

The student will demonstrate with a minimum of 80% accuracy by proof reading and in composition his knowledge of punctuation in the following:

1. Using periods, questions marks and exclamation points to end a sentence
2. Using periods after initials, numbers and abbreviations
3. Commas: dates, words in sequence, direct address
4. Colons - as in time
5. Quotations Marks
6. Apostrophes
7. Hyphens

## Materials and Media

Adventures in English Gr. 3

Exclamation p. 291

Periods pp. 21-23, 42-43, 50-51, 291

Question Marks pp. 44-47, 50-51, 291, 70-73, 76-77

Periods after Abbreviations pp. 21-22

Commas in Dates pp. 102, 104-105

Commas after Commands p. 291

Commas after Address pp. 278-279

Commas (word in sequence) p. 292

Apostrophes in Contractions pp. 240-245, 293

Apostrophes in Possessives pp. 268-273, 293